

Appendix

APPENDIX:

DETAILED DESCRIPTIONS OF NCLB COMPLIANCE POINTS REFERENCED BY MATRIX

Items below are listed according to the order that they occur in “No Child Left Behind.”

1. State report cards shall contain all nine elements defined in NCLB.

NCLB Topic: Distribute annual state report cards starting 2002-03

Reference: Title I, Part A, Section 1111(h) (1)(A,B,C)

These elements are required on all state report cards under NCLB:

- ◆ Aggregated student achievement information on each required state assessment for each proficiency level, and disaggregated student achievement information by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.
- ◆ Comparative information between actual subgroup achievement and Missouri’s measurable objectives for each subgroup for each required assessment.
- ◆ The percentage of students not tested, both in aggregate and disaggregated.
- ◆ The most recent two-year trend in aggregate student achievement in each required subject, for each grade level.
- ◆ Aggregated information on any other indicators used by Missouri in public schools, including graduation rates for secondary school students.
- ◆ Information about the performance of LEAs toward satisfying AYP, including the number and names of each school identified for school improvement under Section 1116.
- ◆ Professional qualifications of teachers in public schools, including the:
 - ◆ Percentage of teachers teaching with emergency or provisional credentials
 - ◆ Percentage of classes in the state not taught by highly-qualified teachers, both as aggregate information and disaggregated for low and high poverty schools (top quartile and bottom quartile).

2. District report cards shall contain all required elements.

NCLB Topic: Ensure annual district report cards starting 2002-03

Reference: Title I, Part A, Section 1111(h)(2)(A)

For school district report cards, all of the information in the list above, applied to district rather than state, plus:

- ◆ The number and percentage of schools identified for school improvement under Section 1116 (c), and how long each has been so identified, and
- ◆ How students in the LEA as a whole achieved on statewide academic assessments compared to Missouri as a whole.

For each school in the district, all of the information in the list in #1, applied to the school, plus:

- ◆ Whether the school has been identified for improvement, and
- ◆ How the school’s students perform on statewide academic assessments and other AYP indicators compared to both students in the LEA as a whole and students in Missouri as a whole.

3. Districts will notify parents in any school receiving Title I funds of the four required data on teacher qualification disclosure.

NCLB Topic: Ensure districts follow parental notification rules

Reference: Title I, Part A, Section 1111(h)(6)(A)

States must require districts to notify parents of these four points about a student's teachers, in a format that is understandable, uniform, and, to the extent practicable, in a language understandable to the parent:

- ◆ Whether the teachers are teaching under emergency or provisional status following waiver of state licensing criteria,
- ◆ Whether the teachers have met state qualification and licensing criteria for the grade and subject they teach,
- ◆ The baccalaureate and graduate degrees and certifications held by the teachers, and their field of discipline, and
- ◆ Whether the student is taught or given services by paraprofessionals, and if so, their qualifications.

4. Require LEA plans to include areas of responsibility defined in Section 1112.

NCLB Topic: Ensure that LEA plans meet purposes and descriptive requirements

Reference: Title I, Part A Section 1112(b)(1)(D-Q)

School districts are required to submit plans that include descriptions of the following:

- ◆ The strategy LEAs will use to coordinate programs in this part with Title II programs to provide professional development for teachers, principals, and others as appropriate including parents and LEA staff, in accordance with Sections 1118 and 1119,
- ◆ How the LEA will coordinate services with other educational services at the local agency or school level. (i.e., Head Start, Even Start, Reading First),
- ◆ Assurances that if selected, districts will participate in the State National Assessment of Educational Progress (NAEP) for 4th and 8th grade reading and mathematics,
- ◆ The services to be provided to LEP students, disabled students, migratory children, neglected or delinquent youth, Indian Children served under Title VII, Part A, homeless children, and immigrant children that indicate how program effectiveness will be increased and duplication and fragmentation will be eliminated,
- ◆ The poverty criteria used to select school attendance areas under Section 1113,
- ◆ How teachers, pupil service personnel, and administrators in targeted assistance schools under Section 1115 will identify those children most in need of services,
- ◆ The nature of programs to be conducted by schools under Sections 1114 and 1115, and also, where appropriate, through educational service providers outside schools,
- ◆ How homeless, migratory, and formerly migratory children eligible for services will be selected to receive services on an equal basis with other eligible children,
- ◆ How the district will use Title I, Part A funds to support preschool programs, especially for children participating in Head Start, Even Start, or Early Reading First, and
- ◆ How the district will assist its identified low-achieving schools.

5. Eligible children include all those eligible under section 1113(c)(1).

NCLB Topic: Develop criteria for providers

Reference: Title I, Part A, Section 1113(c)(1)

A local educational agency shall allocate funds received under Title I, Part A to eligible school attendance areas or eligible schools, in rank order, on the basis of the total number of children from low-income families in each area or school.

6. School plans developed in consultation with parents, school staff, LEA staff, and outside experts, to cover a two-year period.

NCLB Topic: State sets criteria for school plans, assures schools develop plans

Reference: Title I, Part A, Section 1116(b)(3)(A)

NCLB requires that for each school that an LEA identifies, the school shall within three months develop or revise a school plan that meets these criteria:

- ◆ Developed in consultation with parents, school staff, LEA staff, and outside experts,
- ◆ Covers a two year period,
- ◆ Incorporates strategies based on SBR that will strengthen core academic issues in the school and address the specific academic issues that prompted identification,
- ◆ Allows for inclusion of comprehensive school reform as described in Title I, Part F,
- ◆ Adopts policies and practices that have the greatest likelihood of ensuring that disaggregated groups of students specified in section 1111 (b) (2) (C) (v) will meet Missouri's definition of proficiency on the state academic assessments no later than the end of the 2013-2014 school year,
- ◆ Provides assurance that the school will spend at least 10 percent of section 1113 funds each fiscal year that the school is in improvement status to provide high-quality professional development to teachers and principals that directly addresses the academic achievement problems that caused identification of the school, meets the section 1119 requirements for professional development, and is provided in a way that increases the opportunity to participate in that activity,
- ◆ Specifies how these funds will be used to remove the school from improvement status.
- ◆ Establishes that schools will provide specific, annual, measurable objectives for continuous and substantial progress by all groups of enrolled students identified for disaggregation in 1111(b)(2)(C)(v), to ensure that all groups will meet the state's proficiency level of achievement on state academic assessments in accordance with AYP as defined in section 1111 no later than the end of the 2013-2014 school year,
- ◆ Describes how the school will provide written notice about the identification to parents of all students in the school,
- ◆ Specifies the responsibilities of the school, the LEA, and the SEA, including technical assistance to be provided by the LEA to the school,
- ◆ Includes strategies to promote effective parental involvement,
- ◆ Incorporates before-school, after-school or summer activities, and
- ◆ Incorporates a teacher mentoring program.

7. LEAs must notify parents of identified status of schools according to six criteria.

NCLB Topic: State ensures LEAs notify parents of identified status of school

Reference: Title I, Part A, Section 1116(b)(6)

In the case of schools identified for school improvement, corrective action, or restructuring, states assure that LEAs promptly provide parents with an understandable, uniform notice that includes:

- ◆ An explanation of what identification means, with a comparison of that school's academic achievement compared to other elementary schools or secondary schools served by the LEA.
- ◆ The reasons for the identification,
- ◆ An explanation of what the school identified for school improvement and what it is doing to address the problem of low achievement,
- ◆ An explanation of what the LEA or SEA is doing to help the school address the problem
- ◆ An explanation of how parents can get involved in addressing these problems, and
- ◆ An explanation of parents' options to transfer children to other public schools, of when and how transportation for this purpose will be provided by the LEA, and of the option to obtain supplemental educational services.

8. At least one of six defined corrective actions is taken at end of second full year a school fails to make adequate yearly progress.

NCLB Topic: State ensures districts implement corrective action at end of second year of not making adequate yearly progress

Reference: Title I, Part A, Section 1116(b)(7)

NCLB requires states, in defining corrective actions that districts may take to improve schools, to ensure that districts must take at least one of the steps below for schools identified for corrective action:

- ◆ Replacement of school staff who are relevant to the schools failure to make AYP,
- ◆ Institute and implement a new curriculum, based on SBR, supported by professional development for relevant staff, and offering substantial promise of moving low achieving students toward proficiency and enabling the school to achieve AYP,
- ◆ Decrease management authority at the school level,
- ◆ Appoint an outside expert to advise the school on making AYP, based on the school plan,
- ◆ Extend the school year or the school day, or
- ◆ Restructure the organization of the school.

9. One or more of five alternative governance steps are taken if schools fail to make AYP after a year of corrective action.

NCLB Topic: State supports districts' school restructuring efforts

Reference: Title I, Part A, Section 1116(b)(8)

States will require districts to exercise one of the following alternative governance arrangements for schools that have failed to meet AYP after a full year of corrective action, to take effect at the beginning of the following school year:

- ◆ Reopening the school as a public charter school,
- ◆ Replacing all or most school staff, including the principal, relevant to failing to make AYP
- ◆ Contracting with an outside entity, including private management companies, that have a demonstrated record of effectiveness, to operate the school,
- ◆ Turning the school's operation over to SEA, if allowed by state law and agreed to by SEA, and
- ◆ Other significant restructuring of school staffing and governance

10. General funding formula for transportation of students from identified schools.

NCLB Topic: States ensure that districts transport students from identified schools.

Reference: Title I, Part A, Section 1116(b)(10)

State law or regulation requires LEAs to spend an amount equal to 20 percent of its allocation under Title I unless less money is needed to satisfy transportation costs. To satisfy all requests for supplemental educational services, LEAs shall spend at least 20 percent of their allocation under Title I, Part A, Subpart 2, broken down as follows:

- ◆ 5 percent allocated to providing or paying for transportation,
- ◆ 5 percent allocated to providing or paying for supplemental educational services, and
- ◆ The remaining 10 percent allocated as the LEA determines

If the above amounts are insufficient to provide supplemental services to all students whose parents request those services, LEAs are required to give priority to providing services to the lowest-achieving students and to prohibit the reduction of section 1113 funds by more than 15 percent of the total amount made available to the LEA.

11. Serve the five listed functions.

NCLB Topic: State regulates school support teams

Reference: Title I, Part A, Section 1117(a)(5)

States must require that each school support team perform the following functions:

- ◆ Review and analyze all facets of school operation, including the instructional program,
- ◆ Assist the school in developing recommendations for improving student performance,
- ◆ Collaborate with parents, school staff, and the district in designing, implementing, and monitoring a plan to improve student performance and meeting school improvement goals,
- ◆ Evaluate the effectiveness of school personnel at least east twice a year, and make findings and recommendations to the school, the district, and if appropriate, the SEA, and
- ◆ Recommend to the SEA and the district any additional assistance needed to implement the school support plan.

12. Include members of specified groups on school support teams.

NCLB Topic: State regulates school support teams

Reference: Title I, Part A, Section 1117(a)(5)

State support teams specifically to be composed the following categories of persons:

- ◆ Highly qualified or distinguished teachers
- ◆ Pupil services personnel
- ◆ Parents
- ◆ Representatives of higher education
- ◆ Representatives of regional educational laboratories or comprehensive regional technical assistance centers
- ◆ Expert consultants
- ◆ Other persons that the SEA, in consultation with the district, may deem appropriate

13. For Title I funds, districts must meet the seven criteria listed in law.

NCLB Topic: Ensure district parental involvement policy meets federal requirements

Reference: Title I, Part A, Section 1118(a)(2)

To ensure that districts' parental involvement policies comply with NCLB, states must require districts to do the following:

- ◆ Involve parents in development of the district plan under Section 1112, and in the process of school review and improvement under section 1116,
- ◆ Provide coordination, technical assistance and other support to participating schools to help them plan and implement effective parent involvement in improving student and school academic performance,
- ◆ Build school capacity for strong parental involvement,
- ◆ Coordinate and integrate parental involvement in this effort with parental involvement under other federal- and state-run programs,
- ◆ Annually evaluate the content and effectiveness of parental involvement policies in improving the academic quality of the schools, including identification of barriers to greater parent participation,
- ◆ Use annual evaluation results to devise strategies for more effective parental involvement, and
- ◆ Involve parents in the activities of Title I schools.

14. Schools develop written compacts with parents that have elements required in NCLB.

NCLB Topic: Ensure schools involve parents in policy

Reference: Title I, Part A, Section 1118(d)

NCLB requires schools served by Title I, Part A to jointly develop with parents a school-parent compact that outlines how parents, the school staff, and students share responsibility for improving student academic achievement. These compacts must:

- ◆ Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive, effective learning environment,
- ◆ Describe how each parent is responsible for supporting their children's learning, and
- ◆ Address the importance of ongoing communication between teachers and parents via parent-teacher conferences, frequent student progress reports, parental access to school staff, and opportunities to volunteer in their child's class and observe classroom activities.

15. SEA requires schools and districts to satisfy the four criteria in the law.

NCLB Topic: Building capacity for involvement

Reference: Title I, Part A, Section 1118(e)

States must require each school and district assisted by Title I, Part A funds to do the following:

- ◆ Provide assistance to parents of children served by the school or district in understanding state assessments, state academic content and student academic achievement standards, Title I requirements, and how to monitor a child's progress work with educators to improve their child's achievement,
- ◆ Provide materials and training to help parents improve their children's achievement,
- ◆ Educate teachers, pupil services personnel, principals and staff in the value of parental contributions to education, with the help of parents, and
- ◆ Coordinate, to the extent possible, parent involvement programs with other federally funded programs that encourage parent participation in their children's education.

16. Annual measurable objectives toward all teachers being highly qualified.

NCLB Topic: Ensure districts hire and develop highly qualified teachers

Reference: Title I, Part A, Section 1119(a)

LEAs must establish at a minimum, the following annual measurable objectives.

- ◆ All teachers in core subjects "highly qualified" by the end of the 2005-06 school year, as defined in section 9101,
- ◆ Annual increase in percentage of highly qualified teachers at each school, and
- ◆ Annual increase in percentage of teachers receiving "high-quality professional development".

17. Paraprofessionals' responsibilities are limited to one or more of the six listed activities.

NCLB Topic: Set paraprofessionals duties and limitations

Reference: Title I, Part A, Section 1119(g)

States must limit paraprofessionals' responsibilities to one or more of the following:

- ◆ One-on-one tutoring for eligible students at times when the teacher is not available,
- ◆ Assistance with classroom management,
- ◆ Assistance in a computer laboratory,
- ◆ Parental involvement activities,
- ◆ Support in a library or media center, and
- ◆ Act as a translator.

18. LEA provides (supplemental services) funds according to formula in Section 1116(c)(6) and definition in Section 1124(c)(1).

NCLB Topic: Ensure district financing of supplemental services

Reference: Title I, Part A, Section 1124(c)(1)

The number of children to be counted for purposes of this section is the aggregate of —

- (A) the number of children aged 5 to 17, inclusive, in the school district of the local educational agency from families below the poverty level as determined under paragraph (2);
- (B) the number of children (determined under paragraph (4) for either the preceding year as described in that paragraph, or for the second preceding year, as the Secretary finds appropriate) aged 5 to 17, inclusive, in the school district of such agency in institutions for neglected and delinquent children (other than such institutions operated by the United States), but not counted pursuant to subpart 1 of part D for the purposes of a grant to a State agency, or being supported in foster homes with public funds;
- and (C) the number of children aged 5 to 17, inclusive, in the school district of such agency from families above the poverty level as determined under paragraph (4).

19. Reading First subgrants prioritized to limit to schools satisfying criteria in 1202(c)(6).

NCLB Topic: SEA responsibility in administering Reading First subgrants

Reference: Title I, Part B, Section 1202(c)(6)

States must distribute subgrant funds under Section 1202 to prioritize eligibility so that eligible LEAs will provide funding to schools with the highest percentages or numbers of students in grades K-3 reading below grade level according to the latest currently available data, and that these schools will either:

- ◆ Be identified for school improvement under section 1116(b), or
- ◆ Have the highest percentages or numbers of children counted under section 1124(c).

20. LEA uses of funds limited to the categories detailed in section 1202(c)(7).

NCLB Topic: SEA responsibility in administering Reading First subgrants

Reference: Title I, Part B, Section 1202(c)(7)

Aside from a maximum of 3.5 percent for planning and administration specified in 1202(c)(8), states must require that LEAs receiving Reading First subgrants carry out only these activities:

- ◆ Select and administer screening, diagnostic, and classroom-based instructional reading assessments,
- ◆ Select and implement learning systems or programs of reading instruction based on SPR that includes essential components of reading instruction and provides such instruction to K-3 students in the LEA who:
 - ◆ have reading difficulties,
 - ◆ are at risk of being referred to special education based on these difficulties,
 - ◆ have been evaluated under section 614 of IDEA but not identified as a child with a disability under that act,
 - ◆ are being served under IDEA primarily due to being identified as being a child with a specific learning disability relating to reading; or
 - ◆ are identified as having limited English proficiency,
- ◆ Procure and implement instructional materials, including educational technology, that are based on scientifically-based research,
- ◆ Provide professional development for teachers of grades K-3, and special education teachers K-12, that:
 - ◆ will prepare these teachers in essential components of reading instruction,
 - ◆ includes SBR-based information on instructional materials, programs, strategies, and approaches,
 - ◆ includes instruction in the use of screening, diagnostic, and classroom-based instructional reading assessments and other procedures that effectively identify students at risk for reading failure or difficulty,
 - ◆ is provided by eligible professional development providers,
 - ◆ assists teachers in becoming highly qualified in reading instruction,
- ◆ Collect and summarize data that

- ◆ documents the effectiveness of the above activities in the school and the LEA as a whole, and to stimulate, and
- ◆ accelerates improvement by identifying schools that achieve significant gains in reading achievement,
- ◆ Report data for all students described in section 1111(b)(2)(C)(v)(II), and
- ◆ Promote reading and library programs, including coordination with programs funded through grants in Title I, Part B, Subpart 4.

LEA's are additionally allowed to use Reading First funds to:

- ◆ Fund humanities-based family literacy programs using public libraries, and
- ◆ Train parents and volunteers as reading tutors to support SBR-based reading practices being used by the student's teacher, and aid parents through use of materials and reading programs, strategies and approaches to support and encourage their child's reading development.

21. SEA State Formula Grant plans contain the nine required descriptive elements.

NCLB Topic: Create state formula grant plan to assist districts in building capacity to raise literacy.

Reference: Title I, Part B, Section 1203(a,b)

SEA plans will contain the following elements:

- ◆ How the SEA will assist districts in identifying screening, diagnostic, and classroom-based reading assessments,
- ◆ How the SEA will help districts identify instructional materials, programs, strategies, and approaches that are based on scientifically-based reading research materials, including early intervention and reading remediation materials,
- ◆ How the SEA will ensure that professional development activities are coordinated with other federal, state and local level funds used effectively to improve instruction for reading, and based on scientifically-based research,
- ◆ How activities under Section 1202 will address the needs of teachers and other instructional staff in implementing essential components of reading instruction,
- ◆ How subgrants made by the SEA under Section 1202 will meet the requirements in that section, including how the SEA will ensure districts will use practices based on scientifically-based reading research,
- ◆ How the SEA will make grants to eligible districts in both rural and urban areas,
- ◆ How the SEA will promote coordination among literacy programs in the state, including federally funded programs, to increase the effectiveness of the programs in improving reading for adults and children, while avoiding unnecessary duplication of effort,
- ◆ How the SEA will regularly assess and evaluate district activities under Section 1202 with respect to whether these activities have helped achieve the purposes of that section, and
- ◆ Any other information that the Secretary of Education may reasonably require.

22. Submit application to the Secretary that includes descriptions of ten required elements.

NCLB Topic: Provide technical assistance to districts applying for Local Early Reading First Grants

Reference: Title I, Part B, Section 1222(b)

District applications must include descriptions of how the proposed project will do these things:

- ◆ Serve particular programs, including demographic and socioeconomic information on the preschool-aged children enrolled in the programs,
- ◆ Enhance preschoolers' school readiness via high-quality oral language and literature-rich environments,

- ◆ Prepare and provide assistance to staff through professional development and other supports,
- ◆ Provide services and use instructional materials based on scientifically-based reading research on early language acquisition, prereading, and development of vocabulary,
- ◆ Help staff in particular programs to meet the diverse needs of preschool children, including children with disabilities, limited English proficiency, or other special needs,
- ◆ Integrate these materials and services with existing preschool and family literacy programs,
- ◆ Help children who are experiencing difficulty with spoken language, prereading, and early reading skills to make the transition from preschool to formal classroom instruction in school,
- ◆ If the applicant has received a subgrant under Subpart 1, explain how the activities conducted under this subpart will be coordinated with the applicant's activities at the K-3 levels, and
- ◆ Explain how the proposed project will evaluate the success of activities supported under this subpart in increasing the early language, literacy, and prereading skills of the preschool age children served by the project.

23. Eligible applicants receiving grants will use funds for any of the five approved activities.

NCLB Topic: Monitor authorized activities of districts receiving grants

Reference: Title I, Part B, Section 1222(d)

Applicants receiving these grants may use them to carry out the following activities:

- ◆ Provide preschool age children with high-quality oral language and literature-rich settings,
- ◆ Provide professional development to staff based on scientifically-based reading research knowledge of early language and reading development that will assist in students' alphabet recognition, comprehension of phonemes and letters, spoken language, vocabulary, and oral comprehension skills, and knowledge of the purposes and conventions of print,
- ◆ Identify and provide activities and instructional materials based on scientifically-based reading research to be used in developing the skills described above,
- ◆ Acquire, provide training for, and implement SBR-based screening reading assessments, and
- ◆ Integrate such instructional materials, activities, tools, and measures into offered programs,

24. District report will include the four listed elements.

NCLB Topic: Provide assistance to districts receiving grants in fulfilling federal reporting requirements

Reference: Title I, Part B, Section 1225

District reports will include, at minimum, descriptions of these elements:

- ◆ Research-based instruction, materials, and activities used in programs funded by the grant,
- ◆ Types of programs funded under the grant, and ages of children served by such programs,
- ◆ Qualifications of program staff and types of professional development provided to them, and
- ◆ Results of evaluations of the success of instructional materials, activities, tools, and measures.

25. Definition of "highly qualified teacher" in NCLB Section 9101:

Reference: Title IX, Section 9101(23)

HIGHLY QUALIFIED- The term highly qualified' —

(A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that —

(i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter

school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and

(ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;

(B) when used with respect to —

(i) an elementary school teacher who is new to the profession, means that the teacher —

(I) holds at least a bachelor's degree; and

(II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or

(ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by —

(I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
(II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and

(C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and —

(i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or

(ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that —

(I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;

(II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;

(III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;

(IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;

(V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;

(VI) is made available to the public upon request; and

(VII) may involve multiple, objective measures of teacher competency.

IMPORTANT DATES IN NO CHILD LEFT BEHIND TIMELINE

Below is a partial list of dates relating to implementation timeline of the No Child Left Behind Act (NCLB) that state policymakers should be aware of. These dates are subject to change. Note that “Fall 2002” denotes the start of the 2002-03 school year.

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|---|-----------------|
| • No Child Left Behind Act signed into law | January 8, 2002 |
| • Negotiated rulemaking panel meets on standards and assessment regulations | March 2002 |
| • Deadline for states to receive waivers for complying with 1994 ESEA standards and assessment requirements | April 8, 2002 |
| • States notify U.S. Department of Education of intent to apply for State-Flex Authority | May 8, 2002 |
| • Districts can apply for Local-Flex demonstration agreement with Secretary | May 8, 2002 |
| • Initial Consolidated Plans submitted to the Department of Education | June 12, 2002 |
| • Reading First Application Deadline | June 12, 2002 |
| • First Round of Reading First grants awarded | July 1, 2002 |
| • Title I and other formula grant program FY02 funds available for states | July 1, 2002 |
| • Deadline for Secretary to issue regulations on standards assessments, and school improvement sanctions | July 8, 2002 |
| • States identify providers of supplemental educational services | Summer 2002 |
| • Districts must begin annual English proficiency assessment of LEP students | Fall 2002 |
| • Districts receiving Title I funds must only hire “highly qualified” teachers | Fall 2002 |
| • Using 2001-02 data, states establish baseline and Adequate Yearly Progress (AYP) timeline toward achieving 100% student proficiency | Fall 2002 |

in 12 years

- Mandatory state participation in biennial NAEP assessments begins (4th and 8th grade reading and mathematics) Fall 2002
- Public school choice offered to eligible students in schools identified as low-performing in 2001 Fall 2002
- Supplemental educational services offered to eligible students in schools identified as low performing for the past two years Fall 2002
- States distribute annual state report cards; districts distribute annual local report cards Fall 2002
- Annual state Title I report to the Department of Education Fall 2002
- Deadline for Secretary to issue final regulations on remaining NCLB provisions January 8, 2003
- States must report district dropout data, disaggregated by race and ethnicity July 1, 2003
- 100% of teachers in core academic subjects in each state are “highly qualified” Fall 2005
- Annual assessments of reading and mathematics in grades 3-8 Fall 2005
- State science standards must be established Fall 2005
- State science assessments a minimum of once each in grades 3-5, 6-9, and 10-12, required Fall 2007
- 100% of students in each state proficient in reading, mathematics, and science Summer 2014